ARIZONA SCHOOL REPORT CARD 2002-03

Pioneer School

Avondale Elementary District
540 E. La Pasada, Goodyear, AZ 85338-1368

Achievement Profile[1] :

☐ **Excelling**
☐ **Improving**
☑ **Maintaining Performance**
☐ **Underperforming**
☐ **Extremely Small School**

Principal: Mrs. Linda Wemple	**Grades: 3, 4**
Schedule: 7:30 AM to 4:00 PM	**2002 Enrollment: 629**
Web Address: avondale.k12.az.us	**Phone: (623) 772-4300**
E-mail: Unpublished or Unavailable	**Fax: (623) 772-4320**

∨ School Overview ∨

Mission

Throughout a reorganized school year, Pioneer School students enjoy a wide-range of programs that enhance their learning. Our emphasis is on literacy and math, although science, social studies, music computers and PE are included in our curriculum. The staff works to ensure the academic success of each child and to provide students with confidence and sense of security. At Pioneer School, Kids Are First.

Organization and Philosophy

w Self-contained Classrooms

w Team Teaching

w Parent Involvement

Instructional Programs

w Literacy/Math-based Instruction

w Bilingual

w ESL

w Gifted

w On-site Special Education

w Tutoring

School/Academic Goals

w Our number one goal is to improve student achievement in the areas of reading, writing and mathematics. We also emphasize science, social studies and health. Our students are encouraged to always do their best.

w The best way for children to succeed in school is to be in school. We have many activities and programs to place an emphasis on student attendance.

w Another goal for us at Pioneer is to honor the connection between the school and the home. We encourage our parents to be an active partner in their child's education.

w Another very important goal for us is a positive school climate. Our students, and staff, want to be here everyday. We believe that good academic progress comes from enjoying the experience of education and bringing a positive outlook to school.

Enrollment

October 1, 2001 School Year Student Enrollment:	614
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

[1] For an explanation of the Achievement Profiles, please visit http://www.ade.az.gov/azlearns.

[2] Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted   NR = No Response   NA = Not Applicable   ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

1 School Administrator(s)
1 Non-certified Employee(s)
3 Teacher(s)
2 Parent(s)
0 Community Member(s)
0 Student(s)

Council Duties

w Textbook Selection
w School Safety Issues
w Extracurricular Activities
w Parent/Educator Relations
w Budget
w School/Community Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	2	0	0
10 or more years	7	4	0	0

∨ **Shared Responsibilities** ∨

School

Pioneer School has a responsibility to provide a safe, orderly learning environment focused on preparing students for future academic success. We have a commitment to keeping parents informed and working as partners in the learning process of their children.

Parents

Parent responsibilities include having children ready for and attending school on a regular basis; parental support and assistance in achieving instructional goals; parent/teacher collaboration in all academic, social and disciplinary areas.

∨ **Transportation Policy** ∨

Transportation is offered to children who live outside a one-mile radius from the school but within the district boundaries. Special needs children are also transported to appropriate facilities.

∨ **Calendar Information** ∨

Number of Instruction Days:	177	**First Day of School:**	8/5/02
Average Daily Instruction Time:	6 hrs. 50 min.	**Last Day of School:**	5/30/03

Operates on Extended Schedule

──── **Report Card Release Dates** ────

10/4/02   12/20/02   3/14/03   5/30/03

──── **Additional Calendar/Report Card Information** ────

∨ **Resources Available at School Site** ∨

──── **Nutrition Programs** ────

Federal food programs available to eligible [3] students:

Breakfast - Yes   Lunch - Yes   Summer Food - No

[3] Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

──── **Special Facilities** ────

W Title I Language Arts Center   W Library

W Music Room   W Computer Lab

──── **Extracurricular Activities** ────

W Afterschool Homework Club   W Afterschool Tutoring

──── **School/Community Resources** ────

W Lunch Program   W Breakfast Program

W Counseling Services

⋁ **Indicators of Success** ⋁

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

w Pioneer students are actively engaged in the Accelerated Reader Program and the Reading Is Fundamental program to improve reading mastery throughout the school.

w Third and fourth grade students are given the opportunity to participate in afterschool academic support programs.

w All students participate throughout the school year in an extensive Fire Pals Program offered through the joint efforts of the Avondale and Goodyear Fire Departments. Among the topics are fire prevention, water safety and gun safety awareness.

w Goodyear Police Department instructs all students at Pioneer School the strategies needed for positive decision making.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	22.6 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	11.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate [8]	NA			9.5 %
Status Unknown [9]	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

[4] Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

[5] Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

[6] Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

[7] Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

[8] Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

[9] Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

⋁ **School Honors** ⋁

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Outstanding Teacher of the Year	2001
Pride Performance & Progress Award	2002

∨ **Academic Achievement Indicators** ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results[1], 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	**School**	**154**	**508**	**21%**	**25%**	**39%**	**16%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**150**	**509**	**25%**	**21%**	**47%**	**7%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**157**	**496**	**18%**	**38%**	**32%**	**13%**
	State	59030	517	11%	27%	35%	27%

Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.

FFB - Percent of students who Fell Far Below the standard

A - Percent of students who Approached the standard

M - Percent of students who Met the standard

E - Percent of students who Exceeded the standard

[1]Results reflect student performance on the English form of AIMS.

[2]Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ **Mathematics Education and AIMS** ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS**.

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition,* a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
3	Reading	98	30	47	100	42	47	67	29	48	47	34	50	53	30	50
	Language	96	36	49	100	46	51	68	37	54	47	41	56	51	39	57
	Mathematics	95	30	46	100	48	49	67	37	52	47	39	54	52	40	56
4	Reading	100	34	53	100	42	54	79	40	54	58	38	55	46	40	55
	Language	100	34	47	100	40	49	81	37	48	56	36	50	45	42	50
	Mathematics	100	36	51	100	44	54	81	46	55	59	42	57	45	43	58

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine[9] or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

[9] Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	55	53
Grades 3-4	73	71
Grades 4-5	***	***

*Less than 10 students matched   **No information available   ***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pioneer School, in conjunction with all schools in the Avondale School District, has a detailed Crisis Plan which is updated and reviewed by staff on a regular basis. Students and staff participate in regularly scheduled fire drills, lock-down and evacuation procedures. Staff members meet and debrief after such procedures in order to improve our procedures.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ **Per Pupil and School Expenditures for the 2000-2001 School Year** ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	$2,341	$1,475,673
Classroom Supplies	$15	$9,549
Administration	$373	$235,304
Support Services-Students	$104	$65,441
Other Support Services and Operations	$666	$419,981
Total Expenditures-All Categories 2000-2001	$3,500	$2,205,948

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.
* Based upon 2000-2001 Average Daily Membership (ADM).
   (School Expenditures divided by ADM)
**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ **Contacts** ∨

	Name	Phone	Extension
School Site Council	Linda Wemple	(623) 772-4300	
Transportation Policy	Don Klein	(623) 772-5007	
Community Resources	Linda Wemple	(623) 772-4300	
School Nutrition Programs	Barbara Sewell	(623) 772-5025	
Parent Organization	NDS		
Student Health/Nurse	Kristen Brotherton	(623) 772-4310	